

**THE INFLUENCE OF HOMOPHONE GAMES TOWARDS STUDENTS'
DIPHTHONG PRONUNCIATION MASTERY AT THE SECOND
SEMESTER OF THE ELEVENTH GRADE OF
SMA N 1 KOTAAGUNG IN THE
ACADEMIC YEAR 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By:

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NPM: 1611040272

Study Program : English Education

Advisor : Prof. Dr. Syarifuddin Basyar, M.A

CO Advisor : Septa Aryanika, M.Pd



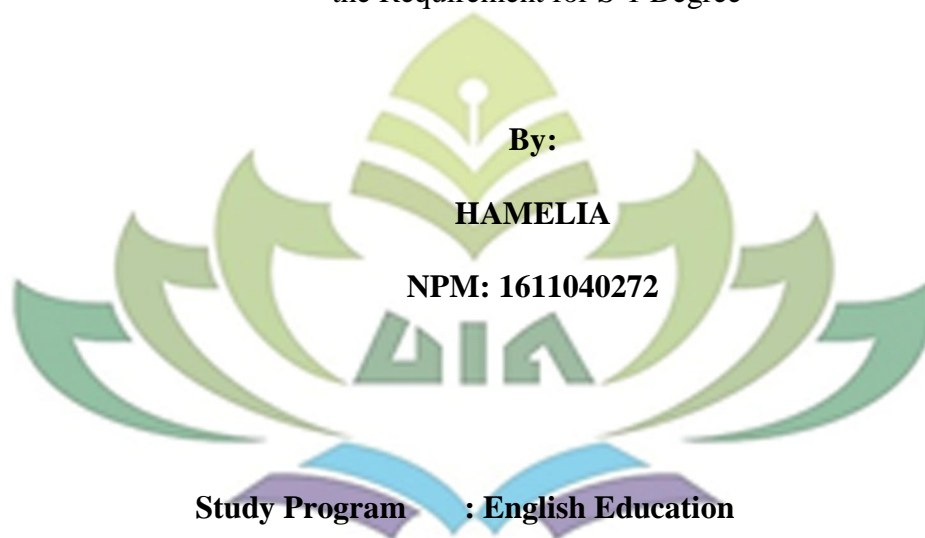
**TARBIYYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

2021

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2021

ABSTRACT

In the process of teaching and learning English, pronunciation is very little attention either to be learned or taught in class. As a result, students have some difficulty pronouncing certain sounds that are similar in pronunciation and misinterpreting some of the same words. Problems arise in the absence of classroom teaching that develops these skills. The role of how teach the students cannot be ruled out because it can help students understand the material more easily. The phenomenon that occurs to teach is less attractive so that the students feel bored and do not develops. Therefore, the purpose of this research is to know whether there is a significant influence of homophone games towards students' diphthong pronunciation mastery at the second semester of the eleventh grade of SMA N 1 Kotaagung in the academic year 2021/2022.

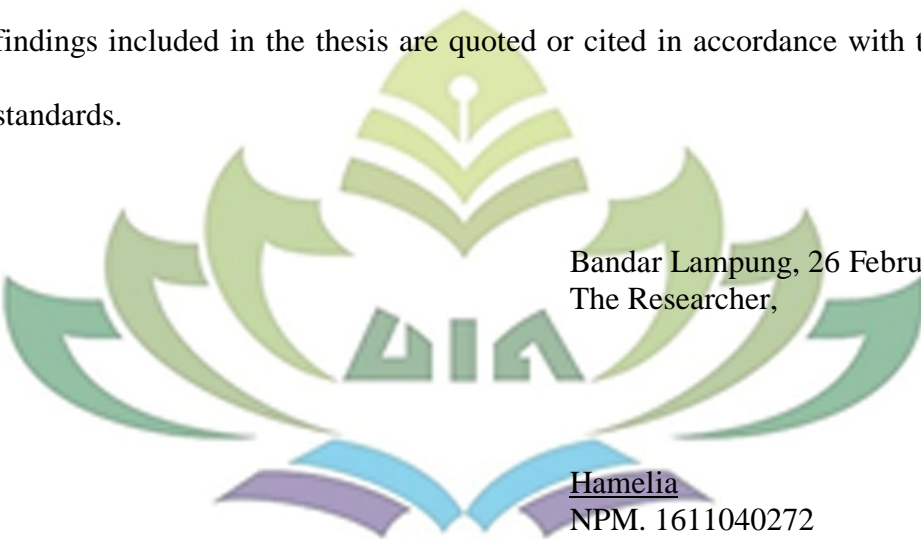
The research methodology used pre experimental research design. The population of this research was the eleventh grade students of SMA N 1 Kotaagung. Cluster random sampling has been used by the researcher to select the sample and the sample of the research was XI MIPA E class which consists of 26 students, 23 of female and 3 of male. The researcher did five meetings, the first meeting for pre-test, the second until the fourth meeting for treatments by applying homophone game. and the fifth meeting for post-test. To collect the data, the research managed pronunciation test as the instrument which was blank passive voice sentence that have two option to answer by the student, the two option answer was homophone words. The test conducted at two terms: pre-test and post-test. In analyzing the data, the researcher analyzed the data by using SPSS 19 program to get the result of normality test, homogeneity test, and hypothetical test.

From the data analysis computed by using SPSS, it was calculated that the result of Sig (2-tailed) was 0.000 means H_0 was rejected and H_a was accepted because Sig. was above 0.05. It was states that the is a significant influence of homophone game towards students' diphthong pronunciation mastery at the Second Semester of the Eleventh Grade of SMA N 1 Kotaagung.

Key Words: Homophone Game, Pronunciation Mastery, Pre Experimental Research.

DECLARATION

The researcher hereby state this thesis under titlle “The influence of Homophone Game towards Students’ Diphthong Pronunciation Mastery at the Second Semester of the Eleventh Grade of SMA N 1 Kotaagung in Academic Year 2020/2021. Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers’ opinion or research findings included in the thesis are quoted or cited in accordance with the ethical standards.

A large, faint watermark logo is centered on the page. It features a green lotus-like flower with a stylized book icon in the center. The text 'SMA N 1 KOTAAGUNG' is written across the middle of the flower.

Bandar Lampung, 26 February 2021
The Researcher,

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AT THE SECOND SEMESTER OF THE ELEVENTH
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِّن لِّسَانِي
يَفْقَهُوا قَوْلِي ﴿٢٧﴾

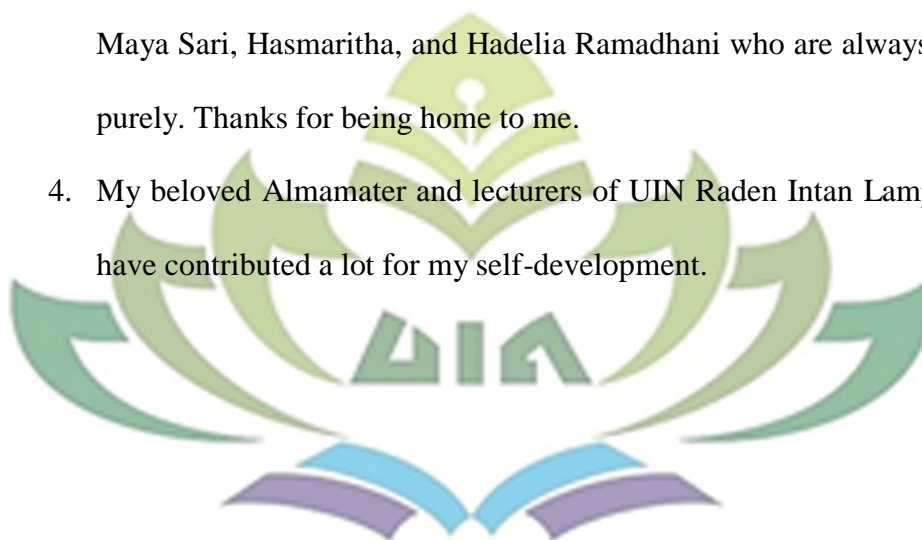
Oh, my Lord! Open my chest and ease my task for me. Remove the impediment from my speech so that they may understand what I say (Tajweed Al Quran with meaning translation in English).



DEDICATION

All praise to Allah for His abundant blessing to me, and from the deepest of my heart, I would like to dedicate this thesis sincerely to:

1. My beloved grandmother: Almarhumah Turiah, be happy in heaven.
2. My dearest parents: Mr. Hambali and Mrs. Partini who are always being my reason to reach my success. I love you two to the bone.
3. My siblings: Hari Agung Pramono, Hani Wulandari, Hariyati, Herlina Maya Sari, Hasmaritha, and Hadelia Ramadhani who are always loved me purely. Thanks for being home to me.
4. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have contributed a lot for my self-development.



CURRICULUM VITAE

The name of the researcher is Hamelia. She was born on October 31 1998 in Kotaagung Tanggamus. She is the sixth child of seven children of best parents Mr. Hambali and Mrs. Partini. She has an older brother Hari Agung Pramono, four older sisters Hani Wulandari, Hariyati, Herlina Maya Sari, Hasmaritha, and youngest sister Hadelia Ramadhani.

In her academic background, she began her study in Elementary School at SD N 1 Pasar Madang in 2004 and graduated in 2010. Then, she continued to Junior High School of SMP N 1 Kotaagung and finished in 2013. After that, she continued her study of Vocational High School at SMK PGRI 1 Kotaagung and finished in 2016. In the same year, she was accepted in UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.

During studying at UIN Raden Intan Lampung, the researcher joined as a member of Bahana Swarantika Choir. In the seventh semester, the researcher had her Student Study Service (KKN) in Talang Padang, Tanggamus. After having KKN, she had her Field Teacher Training (PPL) in SMA N 15 Bandar Lampung.

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This thesis entitled “The Influence of Homophone Games towards students’ Diphthong Pronunciation at the Second Semester of the Eleventh Grade in the Academic Year 2021/2022” is presented as primary requirements for S1-Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. However, this thesis would not have been completed without the support, aid, guidance, help, advice, and encouragement of countless people. The researcher wishes to give the gratitude and appreciation mainly to:

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English takes a dominant part in this world, especially in the process of teaching and learning activities. Students must learn about languages which there are four points that students need to complete for communication. Basically, students learn to listen for the first time, then learn to speak, after that, learn to read, and continue the last learn to write, these are four language skills that must be mastered by the students themselves. Those languages skills is an unity that cannot be separated from one another but can only be differed in teaching the English language in school that have aims to improve students language skills to be good, and perfectly. Those skills students usually called listening, speaking, reading, and writing.

Speaking skill is priority in learning English language because it is one of the English skills that become the principal point why so many students want to learn about English. In speaking, pronunciation is fundamental component of speaking. It was a prolific skill because in speaking, the speaker must pronoun words properly by using good, correct, and suitbale pronunciation. The application of good and clear pronunciation is very central because mistaken pronunciation will cause

misunderstanding and misinterpretation in communication. Correct pronunciation can also give a good value to those who master it and can give the speaker more confidence when he or she speaks in front of many people and the listener can accept what the speaker says.

Pronunciation is useful basis affecting other aspects of language. For example, pronunciation eases listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners especially students, to gain the skills they need for effective communication in English.¹ But the fact is the qualities' students of pronunciation are still very far from expectations. The reason is the English language is a foreign language in Indonesia. It can be seen from the mistakes in the English language orally.

In competency-based curriculum 2013 for senior high school, student-centered learning took much focus on the teaching and learning process. The student was expected to participate actively during the teaching and learning process, where the teacher acts only as a facilitator and the source of study then the students must be able to develop their knowledge, behavior, and skill. Especially in teaching pronunciation, the students must be active to practice it with teachers' rules.

Based on the result of observation in SMA Negeri 1 Kotaagung. According to Saiful Rozaini, SPd one of an English Teacher in SMA

¹ M. R Ahmadi & A.P Gilakjani, "*Why Is Pronunciation So Difficult To Learn?*", *English Language Teaching*, Vol. IV No. 3 (September 2011), pp. 74-83 (Available on: <https://files.eric.ed.gov/fulltext/EJ1080742.pdf>) (Accessed on Saturday, November 21th 2020, 06:54)

Negeri 1 Kotaagung who was interviewed by the researcher. He states the first problem in teaching pronunciation is students' basic understanding of English subject is still low, the second is the student has lack motivation to practice their pronunciation and they have the assumption that speaks English is so difficult. The third, facilities do not support, such as the audio is still limited. The fourth is theory and practice are not balanced, it makes students cannot improve pronunciation maximally and also students are less interested in buying English books as their handbook to improve their English while this school has given the book to them. The last, he said that the use of games is very rare in class, as the games he has ever given to students are word guessing games, the weakness of the game is that the students are having too much fun so they do not focus on the goal of the game. Then this game does not affect speaking, especially the pronunciation of the students because students need a lot of vocabulary to describe an object while they do not master vocabulary so when playing the game, students just have fun with punishment, for example, if there is a student who fails in this game then he/she gets the punishment determined by his friends, then that is where the fun is so he/she forgets the purpose of the game.² It can be said that there are many problems in teaching pronunciation, most of that came from students. Students do not want to practice because perceptions' student about pronunciation is so difficult.

The table here shows the score of students' pronunciation performance:

² Saiful Rozaini, English teacher at SMA N 1 Kotaagung, on Tuesday, August 6, 2020.
An interview, unpublished

Table 1.1
The Data of Students' Pronunciation Performance Score at the
Second Semester of the Eleventh Grade of SMA N 1 Kotaagung in
2020/2021 Academic Year

| No | Score | Category | Classes | | | | | Total | % |
|--------------------------|--------|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------|-------------|
| | | | XI MIPA A | XI MIPA B | XI MIPA C | XI MIPA D | XI MIPA E | | |
| 1. | 100-80 | Excellent | 6 | 5 | 3 | 4 | 3 | 21 | 14.58 % |
| 2. | 79-60 | Good | 7 | 5 | 2 | 6 | 4 | 24 | 16.68 % |
| 3. | 59-40 | Fair | 11 | 13 | 9 | 16 | 6 | 55 | 38.19 % |
| 4. | 39-20 | Poor | 4 | 6 | 11 | 3 | 8 | 32 | 22.22 % |
| 5 | 19-0 | Very Poor | 2 | 1 | 4 | 0 | 5 | 12 | 8.33 % |
| Number of Student | | | 30 | 30 | 29 | 29 | 26 | 144 | 100% |

*Source: The Data of Students' Pronunciation Score from English teacher of SMA
N 1 Kotaagung*

Note:

Minimum score: 10

Maximal score: 100

As a result of the table above, as many as 21 students with a total percentage of 14.48% getting a score more than 80 in the excellent category, 24 students with a total percentage of 16.68% getting a score under 80 in the good category, 55 students with a total percentage of 38.19% getting a score 59-40 in the fair category, 32 students with a total percentage of 22.22% getting a score under 40 in the poor category, and 12 students with a total percentage of 8.33% which getting a score under 20 in the very poor category, It clears that the most of percentage about 38.19% of students that get score 59-40, it means that the achievement of the students practice in pronunciation mastery is not optimally yet, while

only 14.58% of student get a good score. It can be said that the students' pronunciation is still low. So many students have difficulty in pronunciation practice to produce English words.

Besides, from the results of the questionnaire with students of MIPA Eleventh Grade, the researcher found some factors of students' problem in learning English, especially in pronunciation. The main problem in learning pronunciation is the students have a bad perception about pronunciation, the student thinks that pronunciation is so difficult to practice, even more, the teacher rarely gives time to pronunciation practice in class, the teacher only focuses on theory. Students admit that they are nervous and not confident when speaking in English in front of the class. Students also feel less in giving games, besides playing games is very rare, and the teacher also gives games that are not exciting so that they do not build pronunciation skills. Students also The last problem, students have difficulty distinguishing words with the same pronunciation, for example; life, leaf, leave, and live, most of the students have confusion when pronouncing words that sound almost the same.³

That problem needs to find a solution. The way of teaching used by the teacher is not giving good feedback to students. The teacher began English pronunciation practice as they introduced vocabulary that native speakers said. After that, gave the example of how to pronounce words and students can follow what the teacher said. That makes the students

³Students' Questionnaire of MIPA Eleventh Grade of SMA N 1 Kotaagung in Academic Year 2020/2021. (August 7th 2019).

cannot improve pronunciation, wholly. That condition needs to find the technique to resolve to improve students' pronunciation. There are many ways that can be used in teaching pronunciation. One of the ways is the homophone game.

A homophone is two words or more words that sound identical but are spelled in different ways. For example are *to*, *two*, and *too*. Though homophone has matching sounds, their meanings are not the same.⁴ Homophone game is a game that naturally follows from the homophone dictation and can be used to help the students to practice and remember homophones. This game also can help to highlight some sound which may be particularly difficult for students to hear and write the words.

Based on the argument above, there are some previous researches from journals used homophone games too. The first previous research conducted by Syamsia entitles "Using Homophone Game to Improve Students' Pronunciation at Junior High Schol 5 of Tidore Archipelago". The researcher did the research to measure long vowel in homophone words. Her research also same with Siti Sunarti's reserach. The researcher mentions the result observation are the most students have low ability in pronunciation, cannot speak English properly, and have difficulty to distinguish long and short vowels, thus based on it, the researcher uses homophone games to improve students' pronunciation which more interesting and make students are easy in study pronunciation, therefore

⁴ Brian P. Clearly, *How Much Can a Bare Bear Bear? What are Homonyms and Homophones?*. USA: Millbrook Press, 2005.p.16

the researcher would like to take experiment research under the title of “The Influence of Homophone Game towards Students’ Pronunciation at The Second Grade of MTs Negeri 1 Kota Serang”.⁵

Another previous research from journals was conducted by I Dewa Ayu Ristiana Dewi. The title is “Improving Students’ Speaking Skill Through the Homophone Game of Student Grade VII B6 at SMP N 4 Singaraja in the Academic Year 2016 /2017”. This research was an action based research which aimed at improving the grade VII B6 students’ speaking skill at SMPN 4 Singaraja by using homophone game strategy in descriptive material. The second previous research from thesis was conducted by Cici Kiswindari, the title of her research is “Improving the Students’ Pronunciation through Homophone Game at the Second Grade Students of SMA Asuhan Daya Medan”. According to her observation, the most difficult material which is taught to the students is about pronunciation, the student also has difficulties to differentiate the same pronunciation in English speaking. Thus, to solve the problem, the researcher applied a game that can improve students’ pronunciation. In her research, the researcher limit on the application of homophone game in improving the students’ pronunciation focused on the students’ English long vowels and English short vowels.⁶

⁵ Siti Sunarti, *The Influence of Homophone Game towards Students’ Pronunciation at The Second Grade of MTs Negeri 1 Kota Serang*, (Banten: The State University For Islamic Studies Sultan Maulana Hasanuddin, 2018). Available at <http://repository.uinbanten.ac.id> accessed on 27th November 2020

⁶ Cici Kiswindiri, *Improving the Students’ Pronunciation through Homophone Game at the Second Grade Students of SMA Asuhan Daya Medan*, (Medan: State Islamic

Another research from thesis was conducted by Ayu Pratiwi on her research findings entitled “The use of Homophone Game to Improve Students’ Pronunciation at the Seventh Grade of Mts Negeri 2 Sidenreng Rappang”. The aim of his research was expected to be used as a consideration in teaching pronunciation by using homophones game. The last previous research supported this research from journal was conducted by Marilyn Bogusch Pryle, her title is “Peek, Peak, Piques: Using Homophones to Teach Vocabulary (and Spelling)”. The researcher argues that regular homophone practice enhances vocabulary knowledge, spelling skills, pronunciation ability, and overall reading proficiency. Based on her research, she concluded that the implementation of homophones game as a technique to teach pronunciation could make a good influence.⁷

The differences with previous research above are Siti Sunarti focuses on finding the influence of homophone games towards students’ long vowels and short vowels pronunciation, also Cici Kiwindari’s study has the same limitation of the study with Siti Sunarti’s study, but in her research, she just focuses on the improvement of homophone games without finding the influence. Then the research from Ayu pratiwi focuses

University of North Sumatera Medan, 2018). Available at repository.uinsu.ac.id accessed on 10th May 2020

⁷ Ayu Pratiwi, The use of Homophone Game to Improve Students’ Pronunciation at the Seventh Grade of Mts Negeri 2 Sidenreng Rappang (Pareparer: IAIN Parepare, 2019). Available at <https://digilib.iainparepare.ac.id/>, accessed on 9th November 2020

on the implementation of homophone games towards students' pronunciation generally.

Considering the previous research above, it can be found that there are some differences between the previous researches with this research. This research will find the influence of homophones games toward student's pronunciation, especially in diphthong pronunciation. Therefore, the researcher wants to conduct the research entitled "The Influence of Homophones Game towards Student's Diphthong Pronunciation Mastery at the Second Semester of The Eleventh Grade of SMAN 1 Kotaagung 2020/2021 Academic Year".

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students' mastery in pronunciation, especially in segmental aspect is still low.
2. The teacher did not use the appropriate games in teaching pronunciation.
3. The students are difficult to pronounce the same words.

C. Limitation of The Problem

In this research, the researcher focuses on the problem of how the influence of using homophones game towards students' diphthong pronunciation mastery, which especially focuses on eight phonetics of the diphthong, namely *ɪə eə ʊə eɪ aɪ ɔɪ əʊ aʊ*.

D. Formulation of the Problem

The researcher formulated the problem as follows:

Is there any significant influence using homophones game towards student's diphthong pronunciation mastery at the second semester of the eleventh grade of SMA N 1 Kotaagung in the academic year 2020/2021?

E. Objective of the Research

Related to the formulation of the problem above, the objective of the research, namely:

To know whether there is a significant influence of using homophones game towards student's diphthong pronunciation mastery at the second semesters of the eleventh grade of SMA N 1 Kotaagung in the academic year 2020/2021.

F. Use of The Research

This research is hopeful expected to be used:

1. For the Students

The students will get used to pronouncing the same sound words and know the meanings after using a homophone game. It could be helped the students to improve their pronunciation correctly.

2. For the Teacher

The teacher will get valuable information about alternative ways to improve the students' pronunciation mastery.

3. For the Researcher

The researcher who will conduct the same object can get references with a different perspective.

G. Scope of The Research

The scope of the research as follows:

1. The subject of the research

The subjects of the research were the students of MIPA tenth grade in SMA N 1 Kotaagung.

2. The object of the research

The object of the research was the influence of homophone game towards students' pronunciation mastery which focusing on diphthong.

3. The place of the research

The place of the research was at SMA N 1 Kotaagung.

4. The time of the research

The time of the research was on the second semester of the eleventh grade of SMA N 1 Kotaagung in the academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Pronunciation

In the learning process, speaking is one of the parts of English subject that important to be learned by students. In terms of speaking, teachers should also be concerned about micro-skills. One of micro-skills is pronunciation. The teacher needs to realize how important pronunciation is. It is used to avoid cases of misunderstanding in communication. Students who cannot pronounce well cannot express what they intend to and maybe lose their confidence too. Besides it, the importance of learning pronunciation appropriates with Holy Qur'an in Surah At Thaha: 25-28 as follows:



Oh, my Lord! Open my chest and ease my task for me. Remove the impediment from my speech so that they may understand what I say (Tajweed Al Quran with meaning translation in English).

Those verses above imply praying to Allah to be fluent in speaking. Those verses also are the prayers of Prophet Musa when

fighting Fir'aun with his followers. Prophet Musa intended that Fira'un with his followers understand what he was saying. This prayer also shows the speakers' awareness when delivering words to the listener. That is why learning pronunciation is important. Students must know the correct pronunciation of English so that their intended listener can understand.

Furthermore, it supports Broughton's statement that the quality of verbal communication is very much determined by the tonality of the voice or the high and low of the voice. However, the tonality of the voice is not enough. It must be supported by pronouncing a word correctly, pronunciation greatly affects the message conveyed and pronunciation should be evident from its spelling. Thus, the supposedly correct manner of pronouncing sounds in a given language.⁸

Pronunciation refers to the way a word or a language is spoken, or how someone utters a word. A word can be spoken ways by various individuals or groups, depending on many factors, such as the area in which they grew up, they are in which they now live. If they have a speech or voice disorder, their ethnic group, their social class or their education.⁹ It is why everyone sometimes pronounces the same word with various pronunciations because of

⁸ Broughton, *Teaching English as a Foreign Language* (London: University of London Institute of Education, 1980),p.80

⁹ Christina Shewell, *Some sociolinguistic Principles*". (online book) 2014. Available on www.justthefact101.com Access on 29 November 2020

those background aspects mentioned. If someone is said to have ‘correct pronunciation’, then it refers to both within a particular dialect. To be able to pronounce like native language that wants to learn, exactly someone has to learn how to pronounce it to be alike.

Pronunciation is defined as how a language is spoken. Statement from Hornby that pronunciation in a deeper sense where it is divided into three means, firstly, pronunciation is the way in which a language is spoken, secondly, pronunciation is the way a person speaks a language and thirdly, pronunciation is the way a word is spoken.¹⁰ Beside it, Byrne states that pronunciation is the way of the sound the words of which to give its meaning.¹¹

Thus, from the statement of some experts above, the writer gets the conclusion that pronunciation is the way in which a word is pronounced. Pronunciation is also very influential in the achievement of communication. It can be said that good communication is the speaker pronounces the word correctly.

In English, pronunciation is theoretically branched into two aspects, namely, segmental and supra-segmental aspects. The attention to the particular sounds of a language is called segments. Meanwhile, supra-segmental is an aspect of speech beyond the level of the individual sound, namely stress, intonation, and

¹⁰ Hornby, A.S. *Oxford Advanced Learner's Dictionary* (England: Oxford University Press, 1995), p.235

¹¹ Donn Bryne, *Teaching Oral English* (London: Longman Publishing Group, 1987),p.33

rhythm. Munro and Wiebe give the statements that effective English pronunciation training should encompass both segmental and supra-segmental aspects.¹² Segmental and supra-segmental are obligatory to achieve the effectiveness of communication of language to produce great pronunciation.

The challenges of mastering two aspects of pronunciation show that both aspects are related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones.¹³ Language learners may have difficulties learning these features due to the difference between their native language and target language. In some cases, specific segmental features may completely not exist in the mother tongue of the learners. Unlike segmental features, which only deal with individual sounds, supra segmental feature of pronunciation encompasses rhythm, intonation, the stress in a word or sentence. Supra-segmental features of pronunciation are responsible for the quality of communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle pronunciation if both aspects are mastered

¹² M. J Muneo & M. T Derwing, "The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study", *System: An international Journal of Educational Technology and Applied Linguistics*, Vol 34 No, 4 (2006), P. 520-531. (Available on: https://www.academia.edu/29218586/The_functional_load_principle_in_ESL_pronunciation_instruction_An_exploratory_study) Accessed on Tuesday, 22th September 2019, 01:38)

¹³ M. Celce-Murcia, D. M. Brinton, & J. M Goodwin, *Teaching Pronunciation: A reference for Teachers of English to speakers of other languages*. (New York: Cambridge University Press, 1996), p.35

precisely. Here are the clear descriptions about segmental and supra-segmental aspects:

a. Segmental Aspects

Segmental aspects deal with individual sounds or words. It encompasses individual sounds such as vowels, consonants, and diphthong. According to the Oxford Online Dictionary, sounds is the vibration that travels through the air or other medium and can be heard when they reach a persons' or animals' ears.¹⁴ Furthermore, Avery states that speech sound is made by air moving outward from the lungs through the mouth or nose.¹⁵ Sounds used in language are distinctive so that words can be distinguished in writing.¹⁶ Meanwhile, the sound is vibrations that go through the medium or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds, namely:

1) Consonant

A consonant is a speech sound produced when the speaker either stops or obstructs the airflow in the vocal abstract. Boey states that the idea by defining consonant

¹⁴ English Oxford Living Dictionaries, "sound" (Online) available at: <https://enoxforddictionaries.com/definition/sound>

¹⁵ Avery Peter and Erlich Susan, Teaching American Pronunciation, (New York: Oxford University Press, 1992),p.11

¹⁶ Geoffery Broughton et. al, Teaching English As A Foreign Language (2nd Ed) , (Michigan: Routledge 1980),p,51

in the segments of speech marked by interruption of the air stream and they may be produced with or without vibration.¹⁷ Boey also state that consonants are speech sounds made by partly stopping the breath with tongue, lips and the letters used in representing there are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. Consonants are divided into two classes: the voiceless sounds and the voiced sounds. Voiced sounds are the name given to consonant which can be sounded to a slight extent without the help of a vowel; while he voiceless sounds are when the vocal cords do not vibrate.¹⁸

2) Vowels.

In English, the pronunciation of the vowel must be correct. Here the definitions of the vowel. According to Kelly, vowels are produced when the stream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth.¹⁹ Some vowels tend to be longer or shorter than others, and other factors such as speech rate, phonemic context, stress, Etc. Further change the length of the vowels. For example if

¹⁷ Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher*, Encyclopedia Ed. (Singapore: Singapore University Press, 1975) ,P.16

¹⁸ Ibid,p.14

¹⁹ Kelly Gerald. *How to teach pronunciation*. (England Longman Group, 2000) p.29

someone try to pronounce /æ/ /i/ /u:/ with a loud voice, someone should be able to feel that mouth, it does not really block the airflow. When it moves smoothly from one sound to the next, it will endlessly make the lips change shape, and the lower jaw also moves, it is this basic movement that gives the vowels its main characteristic

3) Diphthongs.

Diphthongs are two vowels that are pronounced at once. A vowel combination is called a diphthong if it produces only one sound. Furthermore, vowel combinations are called diphthongs if they are still in the same syllable. On the other hand, if it is in a different syllable, the vowel combination cannot be called a diphthong. Underhill said that a diphthong is a result of a glide from one vowel to another within a single syllable.²⁰ It means that diphthong is involving combination movement from one vowel sound to another and within one syllable in that word. Moreover, the same opinion said by Kelly that diphthong is a combination of two vowels.²¹ It is a double vowel

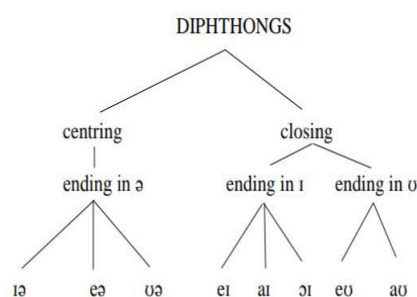
²⁰ Andrians Underhill. *Sound Foundations Learning and Teaching pronunciation*. (Macmillan Books for Teachers, 2005)p.22. Available on <https://www.andrianunderhill.com/sound-foundation-the-book/>

²¹ Gerald Kelly, Op. Cit, p.41

sound that starts with one vowel sound and gradually moves into another vowel sound. It means that diphthongs are represented phonetically by sequences of two letters.

For the example above, the word 'say' /seɪ/ is one diphthong and one syllable and the diphthong in the word 'cake' has the phonemic symbol /eɪ/, it shows that there is movement from /e/ to /ɪ/, it describes the two extremes of vowel movement, the starting point or first element /e/, glides toward the second element /ɪ/.

According to Roach, there are eight diphthongs which are divided into three kinds they are (closing) diphthongs, and centering diphthongs. It can be described in a diagram.²²



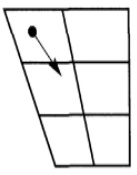
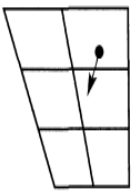
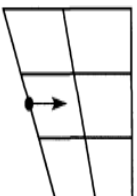
(source: Peter Roach, *English Phonetics and Phonology*, 1991)

a) Centering diphthong

²² Peter Roach, *English Phonetics and Phonology*, (Cambridge: Cambridge University, 1983), p.29

A centering diphthong is diphthong that the second vowel is more center than the first vowel.²³ Centering diphthongs end with a glide toward /ə/, it called ‘centering’ because /ə/ is a central vowel. List of centering diphthongs with their characteristics and example are shown in Table 2:

Table 2.1 List of Centering Diphthongs

| Diphthongs | Characteristics | Example |
|---|--|--|
|  | The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. | Beer /bɪə/ beard bɪəd fear /fɪə/ |
|  | The glide begins in the position for /ʊ/, moving forward and down towards /ə/. The lips are loosely rounded, becoming neutrally spread. | Sure /ʃʊər/ Moor /mʊə/ Tour /tʊə/ |
|  | The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. | Cairn /keən/ |

²³ Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 1988), p.30

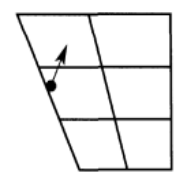
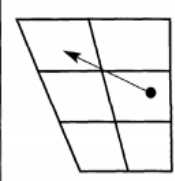
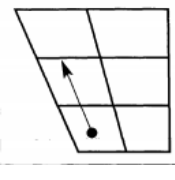
b) Closing Diphthongs

Ramelan states closing diphthong is diphthong that the second vowel is closer than the first vowel.²⁴

Closing diphthongs are divided into two kinds, namely closing diphthong ending /ɪ/ and closing ending /ʊ/.

(1) Closing Diphthong Ending /ɪ/

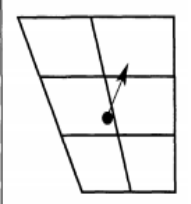
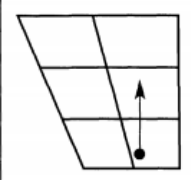
Table 2.2 List of Closing Diphthong Ending /ɪ/

| Diphthongs | Characteristics | Example |
|---|---|--|
| eɪ  | The glides begin in the position for /e/ moving up and back towards /ɪ/. The lips are spread | Cake /keɪk/ Way /weɪ/ Say /seɪ/ |
| ɔɪ  | The glide begins in the position for /ɔ:/ moving up and back towards /ɪ/. The lips start open and rounded, and change to neutral | Toy /tɔɪ/ Avoid /ə'vɔɪd/ |
| aɪ  | The glides begin in an open position between front and center, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. | High /haɪ/. Tie /taɪ/ Buy /baɪ/ |

²⁴ *Ibid*, p.35

(2) Closing Diphthong Ending /ʊ/

Table 2.3 List of Closing Diphthong Ending /ʊ/

| Diphthongs | Characteristics | Examples |
|--|---|---|
|  | <p>The glides begin in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded.</p> | <p>Go /gəʊ/ Snow /snəʊ/ Toast /təʊst/</p> |
|  | <p>The glides begin in the position quite similar to /a:/ moving and back towards /ʊ/. The lips start neutral, with a movement to loosely rounded. the glide is not always completed, the movement involved is extensive.</p> | <p>House /haʊs/ Loud /laʊd/ Down /daʊn/</p> |

In this case, the researcher only concerns discussing the research on eight phonetics of the diphthongs, namely ɪə eə ʊə eɪ aɪ ɔɪ əʊ aʊ in which student commonly have trouble pronouncing them correctly.

b. Supra Segmental Aspects

1) Stress

Yates defines that English words can be divided into syllables. Each spoken vowel sound makes one syllable, they are a vowel sound alone, a vowel before a consonant, a vowel after a consonant, and a vowel between consonants.

Yates also states that stress is a giving a louder and longer sound to the syllable or the word. A syllable is a sound that is not spelling. Stress consists in two element, they are word stress and sentence stress.²⁵ The stress will be classified into:

a) Word stress

Word stress is syllable emphasis in the word. Word stress is divided into two parts, primary and secondary stress.

b) Sentence stress

Sentence stress is the emphasis of the word in the sentence.

2) Intonation

Intonation is often called the melody of language since it which refers to the pattern of pitch change that we use in speaking.²⁶ Another definition is, intonation refers to the use of melody and the rise and fall of the voice when speaking.²⁷ Each language uses rising and falling pitches differently, thus intonation is the musical score of language in every tune has a special meaning. Furthermore, Intonation can convey grammatical meaning as well as the

²⁵ Jean Yates, *Pronounced it Perfectly in English*.(USA: Barron's Educational, 1995),p.142

²⁶ Avery & Susan Ehlich, Op. Cit, p. 76

²⁷ Paulette dale, Lilian Poms, *English Pronunciation made simple*. (USA: Longman, 2005),p.105

speaker's attitude. Because it will tell whether a person is making a statement or making a question when she promotes her intonation. It will also indicate when a person is confident, doubtful, shy, annoyed, or impatient.

2. Concept of Pronunciation Mastery

Pronunciation is the production of sound using speech tools for communication. Pronunciation is also involved the production of individual or isolated sounds and the utterance of words, phrases, and sentences with spelling, stressing and rhythm intonation. Like Harmer said that the areas of pronunciation which we need to draw our students' attention to include individual sounds. They are having difficulty with the word, phrase/sentences, stress, and intonation but students will also need help with connected speech for fluency and correspondence between sound and spelling.²⁸

Mastery is the process, method, act of controlling or empowering understanding, or the ability to use knowledge and intelligence. The term mastery can also be interpreted as a persons' ability in something. The Oxford English Dictionary defines mastery is comprehensive knowledge or skill in a particular subject or activity. Furthermore, mastery is a construct that cannot be observed directly but can be inferred from observable performance

²⁸ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman Group UK, 1991),p.187

on a set of items or tasks related to a particular concept, skill, or subject.²⁹

From the meaning of pronunciation and mastery, it can be concluded that pronunciation mastery is comprehensive knowledge on how pronouncing a word, it means in pronunciation mastery, a person must have mastered pronunciation well.

3. Concept of Teaching Pronunciation

There are many things that English teachers need to fit into their limited class time, for instance, grammar, vocabulary, speaking, listening, reading, and writing. Pronunciation often gets pushed to the bottom of the list. Many teachers say there is just not enough time to teach pronunciation. Students often think it is not that important, after all, it will not be tested on their college entrance exams.

But if students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are passed. Depending on where the teachers teach, many or all of the students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if students' grammar and vocabulary are strong, if their pronunciation is not easy to understand, students'

²⁹ The Oxford University Online Dictionary

communication will fail. The teacher owes it to the students to give them the tools they will need to be able to communicate successfully in English.

According to Celce-Murcia, the focus in pronunciation teaching was almost entirely on producing individual sounds and words correctly, not much attention was given to features such as intonation and rhythm. Teachers and researchers have begun to realize the importance of these musical aspects of pronunciation and to emphasize them more strongly in teaching.³⁰ There are two basic teaching pronunciations as Celce-Murcia said, namely:

a) An intuitive-imitative

In the part of this approach, pronunciation depends on students' personal ability to listen, what they hear, such as rhythm, intonation, and stress. So this model approach more presupposes the availability, validity, and reliability of good models to listen to.

b) An analytic-linguistic

In this part of the approach, students are more focused on the sound system of the target language and truly provide explicit information, such as a phonetic alphabet, articulator descriptions, charts of the vocal apparatus, contrastive

³⁰ Celce-Murcia, M., Brinton, D., and Goodwin, J. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. (New York: Cambridge University Press, 1996), p.1

information, and other aids to supplement listening, imitation, and production.

4. Concept of Homophone Game

a. Definition of Homophone

Homophones are words that have the same sound but they have different meanings and sometimes different spellings. Homophones present many problems for spellers because these words partners sound similar, even though their meanings and spelling are different. The writer's statement supported by some experts, according to Clearly, homophones are words that sound alike or the same in writing, but are spelled differently and mean different things too. For instance "Flea" and "Flee" are homophones. Though homophone has matching sounds, their meanings are not the same.³¹

Meanwhile, Crystal writes that homophone is a term used in a semantic analysis to refer to words which have the same pronunciation, but differ in meaning. A homophone is illustrated from such pairs as threw/through and rode/rowed. When there is ambiguity on accounts of this identity, a homophone clash or conflict is said to have occurred.³² It can

³¹ Brian P. Clearly, *"How Much Can a Bare Bear Bear? What are Homonyms and Homophones?"*, (USA: Millbrook Press, 2005),p.16

³² David Crystal, *"Dictionary of Linguistic and P honetic"*, 3rd Ed (USA: Basil Blackwell,1991),p.167

be said that homophone is when two words have the same form in speech but not in writing, and convey different meanings.

From the definitions above, it can be concluded that homophones are a word that is pronounced the same (to a varying extent) as another word but differs in meaning. Homophones also differ in spelling. The two words may be spelled the same, such as rose (flower) and rose (past tense of rising). The term homophone may also apply to units longer or shorter than words, namely as phrases, letters, or groups of letters which are pronounced the same as another phrase, letter, or group of letters. Some common homophones are listed below:

Table 2.4 Examples Homophone Words

| | | |
|----------------------|-------------------|--------------------|
| Aisle, isle | Flew, flu, flue | Rain, reign, rein |
| Aye, eye, I | Four, fore, for | Raise, rays, raze |
| Buy, by, bye | Gnu, knew, new | Right, rite, write |
| Cent, scent, sent | Heal, heel, he'll | Road, rode |
| Chile, chili, chilly | Main, maine, mane | To, too, two |

(Source: Oxford Dictionary)

1) The Examples of Homophone Words with the Meaning

a) Two/tu: and Too/tu:

- Two/tu: is the number
- Too/tu: is another way of saying as well.

b) Steal/sti:l and steel/sti:l

- Steal/sti:l is a thief does his.

- steel/sti:l is a hard strong metal.
- c) Poor/pu:r and pour/ pɔr
 - Poor/pu:r is having very little money,
 - pour/ pɔr is flow in continuous stream
- d) Mail and male
 - Mail/meɪl is a letter,
 - Male/ meɪl is a man or boy.
- e) Pair and Pear
 - Pair/peə is partner
 - Pear/ peə is a pear fruit
- f) Sea and See
 - Sea/ si: is ocean
 - See/ si: is view or look.
- g) Hair and Hare
 - Hair/ heər is human hair.
 - Hare/ heə is a rabbit.

b. Definition of Game

In teaching speaking, especially pronunciation, sometimes students feel bored and unmotivated when teaching-learning process. Thus, the teacher must give activities that make students a fun and motivated. Many activities can be used to teach students' pronunciation. One of them is game.

Games can be very useful in teaching English pronunciation for effective and joyful learning. Games are also believed can give a positive effect on the students' interest in learning English as well as to improve review their pronunciation ability. A Game is a contest played depends on the rules and the winner also called the manner of playing in a contest, a situation that involves rivalry or struggle.

Maribel's definitions of games are used as simple recreational activities most of the time, but they are not always that simple.³³ Also, Maribel states that a game is an activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle.³⁴ In addition to that, a game can be defined as an enjoyable activity with a set of rules or terms against each other.³⁵

Meanwhile, according to Hadfield, a game is an activity with rules, a goal, and an element of fun.³⁶ It means that, the game is a structured activity that can be used in teaching-learning activity by playing games, the students will not only

³³ Maritza Maribel, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, Teoria Praxis, (Mexican: Universidad De Quintana Roo, 2007),p.47

³⁴ Ibid,p.49

³⁵ Chris Valeska, *Application of Games for the Development of Speaking Skill in Fourth Graders From Remigio Antonio Canarte School*, (Pereria: Universidad Technologic De Pereira, 2015),p.11

³⁶ Jill Hadfield, *Intermediate Communication Games*. (China: Addison Wesley Longman, 1987),p.5

get the fun out of learning but also goals and structures too. While the game is a fun activity, then it must be using some rules when practicing it.

From the explanation above, the writers conclude that a game is a fun activity that can be used as a good technique in the learning process. The game can stimulate and motivate the students to become more interested, communicative, fun, and enjoyable. Therefore, the writer chooses the game to teach the students in this research. The name of game that the writer uses is the homophone game.

c. Definition of Homophone Game

Homophone game is a game that naturally follows from the homophone dictation and can be used to help the students to practice and remember homophones. This game also helps highlight some sound which may be particularly difficult for students to hear and write.

d. Procedure of Homophone

There are several rules and steps of homophone game as Ehow describes, they are:³⁷

- 1) Before students are given the game, the teacher must explain to the students what is homophone.

³⁷ Cantrell R. J, *The Homophone Game*, (Buston: Scanlon Graphic, 1998)

- 2) Students will be divided into a small group of 3 or 4 members. Each group must have a leader who will choose who is the first player from his/her members.
- 3) The teacher will ask the students who have been selected as the first player to stand on a facing the whiteboard, the distance is about 3 or 4 meters.
- 4) The teacher will write the blank sentences and choices of homophone words, for instance: Fill the blanks with the correct word: a. road, b. rode, c. two, d. to
- 5) The first player will run-up to the whiteboard to fill the blank as his/her best answer by pronouncing.
- 6) The first player will be changed by the second player until all the members will get a chance.
- 7) The teacher will give the score for the group who can answer correctly.
- 8) The winner is the highest scores.

e. Advantages and Disadvantage of Homophone Game

1) Advantages of Homophone Game

Below are the advantages of homophone game as follows:

- a) Homophone game is something that is fun to do and something entertaining. Homophone games also

very interesting because there is an element of competition in it.

- b) When teaching using homophone games, it allows active participation of students in learning.
- c) In the learning process that uses homophone games, the role of the teacher is not visible, but the interaction between students or learning citizens becomes more prominent.
- d) This game can provide immediate feedback to be more effective
- e) This game can provide an opportunity for students to learn to practice real behavior, not just discuss it.
- f) Homophone games can be interactive and encompass many different learning factors at once.
- g) Passive students can participate positively.
- h) Students can learn a lot without stress.
- i) This game is flexible to practice students' pronunciation.³⁸

2) The Disadvantages of Homophone Games

Homophone games also have weakness or limitations that deserve to be considered, namely:

³⁸ Hadfield, Jill, *Elementary Vocabulary Game*, (Harlow: Pearson Education Ltd, 1998), p.55

- a) Students have not yet regarding the rules and technical implementation.
- b) When the games play, if the students' numbers is too much it will surface to involve all of the students in that games, a student whom did not involved will disturb the process
- c) In its implementation, this game is usually followed by voices so that they can cause a crowd and interfere with learning activities in other classes.³⁹

B. Relevant Studies from Journals

Related to pronunciation mastery and homophone game, there are some previous research. The first previous research conducted by Syamsia entitle "Using Homophone Game to Improve Students' Pronunciation at Junior High Schol 5 of Tidore Archipelago". This research was conducted to examine the effect of homophone game towards the students' pronunciation improvement. In her research, the researcher uses classroom action research design. Furthermore, the researcher uses observation and the students' score from test as an instrument. In technique of analyzing data, the researcher applied descriptive statistic, the researcher also drew the conclusion by comparing the scores between cycles. After the researcher gets the

³⁹ *Ibid*, p.57

final data, thus the result of her research is the homophone game is worthy to be considered as a learning tool in English classroom.⁴⁰

Another previous research conducted by I Dewa Ayu Ristiana Dewi. The title is “Improving Students’ Speaking Skill Through the Homophone Game of Student Grade VII B6 at SMP N 4 Singaraja in the Academic Year 2016 /2017”. This research was an action based research which aimed at improving the grade VII B6 students’ speaking skill at SMPN 4 Singaraja by using homophone game strategy in descriptive material. The data in this research were collected by using test, questionnaire and researcher’s diary. The data were analyzed quantitatively and qualitatively. The result of this research is the implementation of homophone game strategy to students of grade VII B6 at SMPN 4 Singaraja successfully improved students speaking skill.⁴¹

The last previous research is by Marilyn Bogusch Pryle, her title is “Peek, Peak, Piques: Using Homophones to Teach Vocabulary (and Spelling)”. The researcher argues that regular homophone practice enhances vocabulary knowledge, spelling skills, pronunciation ability, and overall reading proficiency. Describes how homophone games played with decks of homophones helped to accomplish these things.

⁴⁰ Syamsia, “Using Homophone Game to Improve Students’ Pronunciation at Junior High Schol 5 of Tidore Archipelago” *Langua – Journal of Linguistic, Literature, and Language Education* Vol. 2, No. 1 April 2019 ISSN: 2623-1565

⁴¹ I Dewa Ayu Ristiana Dewi, “Improving Students’ Speaking Skill Trought the Homophone Game of Student Grade VII B6 at SMP N 4 Singaraja in the Academic Year 2016 /2017” *The Art of Teaching English as Foreign Language* Vol 1 No 1 (2018) STKIP Agama Hindu Singaraja

Notes particular benefits of homophone games to English as a second language students, and outline key advantages of using games.⁴²

C. Frame of Thinking

Pronunciation is one of the language elements which combine to process and productive skill can be used to preserve thoughts, ideas, and speech sounds. In fact, in learning pronunciation, students sometimes find difficulties. They usually have problems with pronouncing the word correctly. One of the factors causing them to have difficulties in pronouncing words is that they are lack understanding and the teacher was teaching them with boring technique.

Thus, here the researcher wants to make learning English especially pronunciation to be more easy and memorable, the researcher makes a game in learning it. Games in foreign language classes may be used to motivate students and to create more relaxing foreign language classes. The researcher chooses an alternative game in teaching-learning pronunciation by using a homophone games.

Therefore, this game can help and encourage many learners to sustain their interest and work. Also, it can help the teacher to create contexts in which the language is useful and meaningful. In order for the message to be effective, teachers need to apply the special techniques. Therefore, the learning process can be interested,

⁴² Marilyn Bofusch Pryle, "Peek, Peak, Piques: Using Homophones to Teach Vocabulary (and Spelling)" *Voices from the Middle*; May 2000, 7, 4; Research Library

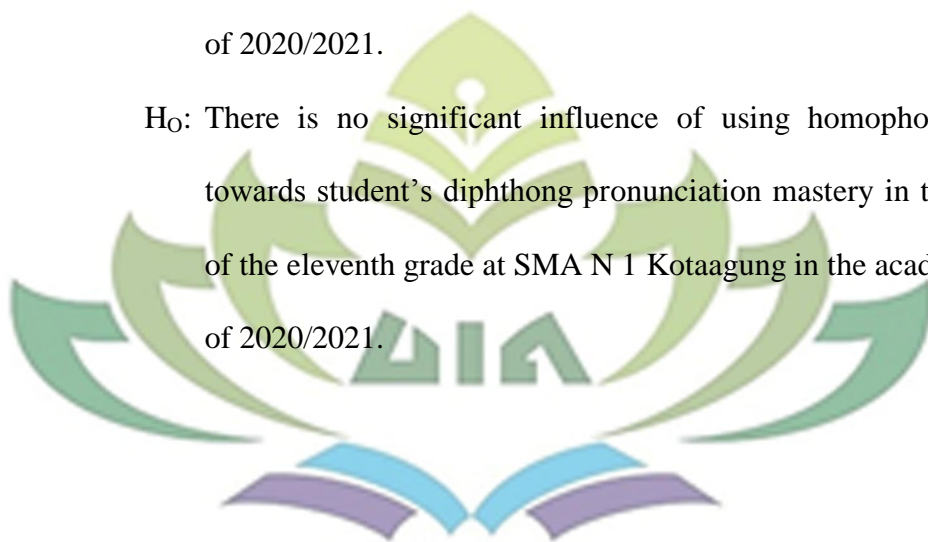
enjoyable, and comfortable and the lesson can be receipted and mastered by students easily.

D. Hypothesis

The hypothesis in this research, as follows:

H_a : There is significant influence of homophones game towards student's diphthong pronunciation mastery in the second semester of the eleventh grade at SMA N 1 Kotaagung in the academic year of 2020/2021.

H_0 : There is no significant influence of using homophones game towards student's diphthong pronunciation mastery in the second of the eleventh grade at SMA N 1 Kotaagung in the academic year of 2020/2021.



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